

SCHOOLWIDE PLAN PEER REVIEW RATING RUBRIC (ANNUAL REVIEW OF SCHOOLWIDE EFFECTIVENESS)

District Name: _____

Building Name: _____

Date: _____

Although the peer-review process is for determining whether required schoolwide components are in place, the rubric serves as a tool to use annually for reviewing the plan and provides a system to encourage and measure growth. The mandatory components in this rubric require submission of the supporting documentation within the school plan (i.e., copy of the Title I Parent and Family Engagement Policy or Procedure; requirement 5.2) in order to be considered complete. Documentation, not just reference to the documentation must be included in the corresponding folder.

PLAN PREPARATION					
A	<p><i>According to §1114(b)(1-7), A Schoolwide Program Plan: (1) is developed over a one year period, or is amended from a prior plan; (2) is developed with the involvement of parents and other members of the community to be served, and individuals who will carry out such plan; (3) remains in effect for the duration of the school's participation as a Schoolwide Program; (4) is available to the local educational agency, parents, and the public, in an understandable and uniform format; (5) if applicable, is developed in coordination with other Federal, State and local services; (6) is based on a comprehensive needs assessment, and; (7) includes a description of the strategies the school will be implementing to address the school needs.</i></p> <p>Plans shall include a Cover Page and a School Information page. NOTE: K-12 plans will NOT be accepted. Each school, (i.e., K-6, 7-8, 9-12) must have a plan specifically addressing its identified needs.</p> <p>In the process of creating the Schoolwide Program Plan the school is encouraged to include elements of the current Continuous Improvement Plan.</p> <p>NOTE: All minimum required documents MUST be included. The additional documentation is encouraged in order to support evidence of exemplary plans.</p>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 70%; border: none; padding: 5px;">Schoolwide Plan Cover Page is complete. (Please use template provided by NDE)</td> <td style="border: none; padding: 5px; text-align: right;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> <tr> <td style="border: none; padding: 5px;">School Information page is complete.</td> <td style="border: none; padding: 5px; text-align: right;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>		Schoolwide Plan Cover Page is complete. (Please use template provided by NDE)	<input type="checkbox"/> Yes <input type="checkbox"/> No	School Information page is complete.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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School Information page is complete.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
SECTION A COMMENTS:					
COMPONENTS OF A SCHOOLWIDE PROGRAM					

1	§1114(b)(6) and §1114 (b)(2) Requirement: Comprehensive Needs Assessment				
	Omit student names on all documentation.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
1.1	<u>Minimum Required Documentation:</u> The narrative will describe how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Additional Documentation: A list of professional development opportunities for administration and staff on disaggregating data, RtI/MTSS plan may be included.				
	Disaggregated data from the comprehensive needs assessment is used in the analysis to plan instruction.	The district provides training opportunities for administration and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate the planning process.	A systemic approach to using the data to modify instruction is in place.		
1.2	<u>Minimum Required Documentation:</u> The narrative will describe how the school gathered information from the parents and community to identify the needs of the school. Include documentation that supports the narrative.				
	Parent/community input was gathered that identified the needs of the school through one activity. Describe the activity and how the results were used in the needs assessment. Note: If the activity was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.	Parent/community input was gathered that identified the needs of the school through two activities. Describe the activities and how the results were used in the needs assessment. Note: If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.	Parent/community input was gathered that identified the needs of the school through three or more activities. Describe the activities and how the results were used in the needs assessment. Note: If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.		
1.3	<u>Minimum Required Documentation:</u> The narrative will describe the on-going improvement efforts. Documentation will include action plans from the Continuous School Improvement Plan.				
	The Continuous School Improvement Plan identifies on-going improvement efforts.	The Continuous School Improvement Plan identifies on-going improvement efforts that address students' needs.	The Continuous School Improvement Plan clearly identifies on-going improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.		
SECTION 1 COMMENTS:					

2	§1114 (b)(7)(A) Requirement: Schoolwide reform strategies				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
2.1	<u>Minimum Required Documentation:</u> A narrative and evidence of additional assistance for students at risk of not meeting the challenging state academic standards will be included. <u>Additional Documentation:</u> Strategies used such as an RtI/MTSS plan; dates of student support meetings, opportunities for extended and/or additional support; documentation of the benchmarks being met may be included.				
	The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs.	The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school through student services, and mentoring; but particularly the needs of those at risk of not meeting the challenging state academic standards and addresses how the school regularly monitors and revises the plan based on student needs.	The schoolwide plan includes strategies to address the needs of <i>all</i> children in the school, but particularly those at risk of not meeting the challenging state academic standards which may include counseling, student services, mentoring, career and technical education programs, or professional development. The plan addresses how the school regularly monitors and revises the plan based on student needs.		
SECTION 2 COMMENTS:					
3	§1112(c)(6) Requirement: Qualifications of instructional paraprofessionals				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
3.1	<u>Minimum Required Documentation:</u> The narrative will describe how paraprofessional requirements are met. Transcript review or training certificate or NSSRS paraprofessional validations will be included. <u>Additional Documentation:</u> Evidence of training specifically designed for paraprofessionals may be included.				
	All Instructional Paraprofessionals meet the ESEA/ESSA requirements of High School diploma <u>and</u> either 48 semester credit hours, or equivalent, from an accredited college, an associate degree from an accredited college, or have passed one of the state-approved assessments.	All Instructional Paraprofessionals meet the ESEA/ESSA requirements and are provided introductory training focused on student needs.	All Instructional Paraprofessionals meet the ESEA/ESSA requirements and are provided introductory and ongoing training specifically designed for paraprofessionals and/or all staff focused on student needs.		
SECTION 3 COMMENTS:					

4	§1114(b)(7)(A) Requirement: High quality and ongoing professional development				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
	<i><u>Required Documentation:</u> The narrative will describe professional development activities. A list of professional development activities tied to standards and needs assessments, and a list of participants will be included.</i> <i>Additional Documentation: A professional development plan; school improvement plan; or professional development policy may be included.</i>				
4.1	Ongoing professional development and other activities for teachers to improve instruction and use of data from academic assessments.	Ongoing professional development and other activities for teachers and paraprofessionals to improve instruction and use of data from academic assessments especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.	Ongoing professional development and other activities for teachers and paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.		
SECTION 4 COMMENTS:					
5	§1116(a-e) Requirement: Strategies to increase parent and family engagement				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
	<i><u>Minimum Required Documentation:</u> The narrative will describe parent and family engagement activities. A copy of the school-parent compact and a sign-in sheet from the parent meeting will be included.</i>				
5.1	The Compact is jointly developed with parents and meets the requirements below. See section below for Compact Requirements. All requirements must be included to receive a score.	Teachers, parents, and students are involved in developing the Compact and it is reviewed at the annual parent meeting. The compact meets the requirements below.	Teachers, parents, and students are involved in developing the Compact and review it at the annual parent meeting. The plan addresses how the components of the parent compact are reviewed often to assure that all parties are fulfilling their role and responsibilities. The compact meets the requirements below.		
	A School-Parent Compact has been jointly developed with parents and must include: <ul style="list-style-type: none"> <input type="checkbox"/> the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment to enable children to meet the challenging state academic standards. <input type="checkbox"/> ways in which parents will be responsible for supporting their children's learning. (For example: volunteering in their child's classroom, participating in decisions relating to the education of their children and positive use of extracurricular time) <input type="checkbox"/> the importance of communication between teachers and parents on an ongoing basis 				

	<p><u>Minimum Required Documentation:</u> The narrative will describe how the parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. A copy of the school level Title I Parent and Family Engagement Policy or Procedure is included.</p> <p><u>Additional Documentation:</u> An agenda for the annual parent meeting and sign-in sheet may be included.</p>				
5.2	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), is developed with parent and family input.</p> <p>(Does not need to be Board approved.)</p> <p>See section below for Title I Parent and Family Engagement Policy or Procedure Requirements.</p>	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), is developed with parent and family input and is distributed/shared with parents and family.</p>	<p>A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), is developed with parent and family input and is distributed/shared with parents and family and is reviewed and updated annually at the annual Title I parent meeting.</p>		
	<p>The school has a policy that meets the requirements of ESSA. The policy shall include the following:</p> <p><u>Policy Involvement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> convene annual meeting(s) at convenient time(s) <input type="checkbox"/> involve parents and family members, in the planning, review, and improvement of the school parent and family engagement policy <input type="checkbox"/> provide parents and family members with timely information regarding curriculum, academic assessments used, and proficiency levels <input type="checkbox"/> provide opportunities for parents and family members to participate, as appropriate, in decisions relating to the education of their children <p><u>Shared Responsibilities for High Student Academic Achievement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> jointly develop with parents a school-parent compact that outlines shared responsibility for improved student academic achievement <p><u>Building Capacity for Involvement</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> provide assistance, opportunities, and/or materials for helping parents and family members to understand topics relating to their students' academic achievement in a format, and when feasible, <u>in a language the parents and family members can understand</u> <p><u>Accessibility</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> to the extent practicable, districts and schools shall provide opportunities for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents of migratory children, including providing information and school reports required in a format and <u>in a language such parents and family members can understand</u> 				
	<p><u>Minimum Required Documentation:</u> The narrative will describe how and when the Title I parent meeting was conducted. A copy of the agenda of the annual Title I parent meeting is included.</p> <p><u>Additional Documentation:</u> Sign-in sheets from the parent meeting and evidence of parent and family engagement activities may be included.</p>				
5.3	<p>At least one Title I parent meeting is held annually. The meeting shall inform parents of the school's participation in the Title I program, explain the requirements of Title I and the right of the parents to be involved. Translation provided as needed.</p>	<p>In addition to the annual Title I parent meeting, at least one additional Title I parent and family engagement activity is held. These will be scheduled at various times to accommodate parents. Translation is provided as needed.</p>	<p>In addition to the annual Title I parent meeting, ongoing activities provide opportunities for parents to be involved in the education of their child(ren). Strategies to increase parent and family engagement, such as family literacy services or implementation of model approaches for improving parent and family engagement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis. Translation is provided as needed.</p>		

SECTION 5 COMMENTS:					
6	§1114(b)(7)(A) and §1112(b)(10)(A)(B) Requirement: Transition plan				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
6.1	<u>Minimum Required Documentation:</u> The narrative will describe the transition plan from early childhood education programs to elementary school programs. <u>Additional Documentation:</u> Sign-in sheets from the transition meeting, evidence of collaborative transition meetings, calendar and activity documentation, and the school's transition plan and/or Kindergarten round-up invitation may be included.				
	A kindergarten transition plan is implemented between kindergarten and Head Start and/or other early childhood education programs to support, coordinate and integrate services. (NOTE: Not required for middle or high school programs)	The kindergarten transition plan provides for multiple contacts between the child, parent, and school service providers to support, coordinate and integrate services. (NOTE: Not required for middle or high school programs)	The kindergarten transition plan includes multiple and varied contacts and activities for students, parents, and school personnel to support, coordinate and integrate services and are evaluated regularly by affected parents and school staff. (NOTE: Not required for middle or high school programs)		
6.2	<u>Required Documentation:</u> A narrative will describe the transition plan between elementary and middle or junior high school. <u>Additional Documentation:</u> Information on transition buddies; collaborative evaluation meeting notes; "Meet your Teacher" invite; Elementary to Secondary visit invite; student survey (age appropriate); schools transition plan				
	The plan describes one activity to assist students in the transition between elementary and middle or junior high school. (NOTE: Not required for middle or high school programs)	The plan describes two activities to assist students in the transition between elementary and middle or junior high school. (NOTE: Not required for middle or high school programs)	The plan describes three or more activities to assist students in the transition between elementary and middle or junior high school. (NOTE: Not required for middle or high school programs)		
6.3	<u>Minimum Required Documentation:</u> The narrative will describe the transition plan from middle school to high school. <u>Additional Documentation:</u> Information on transition buddies; "Meet your Teacher" invite; visit and tour of building; student survey (age appropriate); school's transition plan may be included.				
	The plan describes one activity to assist in the transition from middle to high school. (NOTE: Not required for elementary or high school programs)	The plan describes at least two activities to assist in the transition from middle to high school. (NOTE: Not required for elementary or high school programs)	The plan describes at least three activities to assist in the transition from middle to high school. (NOTE: Not required for elementary or high school programs)		

6.4	<u>Minimum Required Documentation:</u> The narrative will describe the transition plan from high school to postsecondary. <u>Additional Documentation:</u> Activities detailing postsecondary visits, the support given to students concerning college scholarships and financial aid, career orientation activities, dual enrollment opportunities, etc. may be included.				
	The plan describes the transition from high school to postsecondary school.	The plan describes the transition from high school to postsecondary school and the coordination with institutions of higher education, employers, and other local partners.	The plan describes the transition from high school to postsecondary school and the coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.		
	(NOTE: Not required for elementary or middle school programs)	(NOTE: Not required for elementary or middle school programs)	(NOTE: Not required for elementary or middle school programs)		
SECTION 6 COMMENTS:					
7	§1114(b)(7)(A) Requirement: Strategies to address areas of need				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
7.1	<u>Minimum Required Documentation:</u> The narrative will describe how the plan will increase the amount and quality of learning time within or beyond the instructional day. <u>Additional Documentation:</u> The school calendar showing extended learning opportunities, a list of staff participating in extended learning opportunities, summer school or after school options, staff meeting notes, and the number of students participating in extended educational opportunities may be included.				
	The schoolwide plan describes one opportunity to increase the amount and quality of learning time within or beyond the instructional day.	The schoolwide plan describes two opportunities to increase the amount and quality of learning time within or beyond the instructional day.	The schoolwide plan describes three or more opportunities to increase the amount and quality of learning time within or beyond the instructional day.		
SECTION 7 COMMENTS:					

8	§1114(b)(5) Requirement: Coordination and integration of Federal, State and local funds; and community resources and services				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points	Missing
8.1	<i>Minimum Required Documentation:</i> The narrative will describe how available Federal, State and local funds are coordinated and integrated to meet student needs. <i>Additional Documentation:</i> A list of funding sources for programs and the budget may be included.				
	The plan describes how coordination and integration of Federal, State, and local funds are used to support student learning. (Federal funds may include Title II-A, IDEA, Title III, etc.)	The plan describes how the coordination and integration of Federal, State, and local funds are used to support student achievement for targeted populations.	The plan describes how the coordination and integration of Federal, State, and local funds are used to support student achievement in all academic areas for all students.		
8.2	<i>Minimum Required Documentation:</i> The narrative will describe how the school uses community resources such as; 4-H, service clubs, local presenters, county extension office, school-to-business partners, junior achievement, student mentor programs, parent/community volunteers, etc. to support student learning. <i>Additional Documentation:</i> Pictures, articles or other artifacts showing community/partner support are included.				
	At least one community resource is used to support student learning.	At least two community resources are used to support student learning.	Three or more community resources are used to support student learning.		
SECTION 8 COMMENTS:					

COMMENTS ON OVERALL PLAN:					
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